Lesson plans

English

Level 3

Term 3

Level 3
Term 3
Week 1

Lesson Plan

Communication	Reading	Writing	Assessment
• Long vowel sound 'E' • Listen and draw (once upon a time)	• Text "Life in Ancient Egypt" moving on. • Text "We go shopping"	• Starting Points Man ideas and paragraph writing.	None

Level 3 **Term 3** **Week 1** **Day 1**	**Lesson Plan**

Objective: To read for comprehension to know about people of Egypt.

Topic: Life in ancient Egypt.

Material: Ess. Book, board, marker.

Skill: Reading

Pre-Reading: Ask students the following:
- Do you know where Egypt is?
- What work people mostly do in Egypt?
- How is the weather of Egypt?

Reading: (text page 36)
Students will do pair reading and then will discuss to each other about the sub-topics.

Moving on: (page 37)
Teacher will now ask questions from moving on.

Feed back: Ask different questions about the life of people of Egypt.

Follow up: Write 3 sentences about people of Egypt.

Level 3
Term 3 **Lesson Plan**
Week 1
Day 2

Objective: To complete up the sentences write a paragraph and can give heading.

Material: Ess. Book, class work copy, marker and board.

Skill: Writing a paragraph.

Warm up Q/A: Teacher will ask different questions about topic "Life in Ancient Egypt"

Giving headings of each Para in book:
Students will now do task 2 "main idea" page 37 and will write the heading in book only.

Written work: Ess. Page 36 (Task 1)
Starting points students will complete the sentences and will write class work copy.

Paragraph writing: Teacher will tell students about paragraph writing that each para starts from a new line and will then do discussion Ess page 37 Task 3 (paragraphs)

Follow up: Students will write a paragraph in homework copy about "What you like about T.V"

Level: 3 **Term: 3** **Week: 1** **Day: 3**	**Lesson Plan**	**Communication**

1. Objective: To practise the phonic sound of long vowel E in (ea) words.

2. Function: Pronouncing correctly.

3. Activity: Drill, Gap filling

4. Material: Worksheets (Jean and Dean)

5. Procedure:

a. Write the letter E and the following words. Pronounce them properly and tell that these words produce long vowel E sound.

meal	**leak**	**seat**	**heat**
read	**beak**	**neat**	**team**
clean	**beach**	**eat**	**please**

b. Give them choral drill for the words.

c. Write the following lines and repeat with your students together (choral drill)

Karim is eating his meal,
The meal has meat and peas and beans, and he also has tea of steam.
So he is no more lean.

d. Worksheet (pair work)

Distribute the sheet and check if they are able to pronounce the words given in the word box.

e. Explain the task properly.

6. Follow Up:

Ask them to copy the words from the word box.

Free Writing: (5 – minutes)

Level: 3 Term: 3 Week: 1 Day: 4	**Lesson Plan**	**Communication**

1. **Objective:** To enable the learners to listen and retain information and then follow it accordingly.
2. **Function:** Following directions.
3. **Activity:** Listen and draw.
4. **Material:** worksheet (Once Upon a Time) Colour Pencils

5. **Procedure:**

a. **Warm Up:**
Prepare your class for listening and drawing.

b. **Worksheet:**
Talk about pictures and check what they see in it. Then tell them that they are going to do what they listen from the teacher. Be comfortable in speed. Repeat each instruction more than two times and give them time to draw or colour.

c. **Listening Text:**

Picture No 1:

1. **Draw a green door.**
2. **Colour the house yellow.**
3. **Draw a small tree next to the house.**

Picture No 2:

1. **Colour the rug orange.**
2. **Draw a cat on the big chair.**
3. **Colour the broken chair blue.**

Picture No3:

1. **Draw shoes on the bear.**
2. **Colour the bed red.**
3. **There is a girl in the picture. Her name is "Goldilock". Draw a toy for Goldilock.**

Picture No 4:

1. **Draw some flowers.**
2. **Goldilock said, "Help!" Write it in the bulb.**

Note: Check before giving them listening if they know the meaning of – **next to, rug.** If not then explain it properly.

Feed back: follows each Task

Level: 3
Term: 3
Week: 1
Day: 5

Reading

1. Objectives: To read and follow.

2. Skill: Reading comprehension.

3. Topic: We go to shopping.

4. Material: Text page, work sheet (We go shopping) Take from wo sheet

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5. Procedure:

a. **Before Reading**

- Talk about shopping and ask few questions.
  - Do you go for shopping with your parents?
  - Do you like shopping?
  - What do you usually buy, when you go for shopping?
  - Let's see what these children are buying.

b. **Text Page:**
Ask questions about the picture

c. **Fast Reading:**
Ask orally.
  - Look at the text and find out
    ' Is it a story or dialogues'?
  - Who are the persons, talking to each other?
    ' How many shops did they go'?
  - Name the shops.

d. **Reading (Worksheet)**
Task 1
Task 2
Task 3

6. Follow Up: Repeat Task – 3

Free Writing: **(5 – minutes)**

Level 3 **Term 3** **Week 2**	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Dialogue practicc talking about favorite gamcs and activities.	• Poem "One little kitten"	Punctuating. Paragraph writing "My bicycle".	Yes

Level: 3	Lesson Plan	
Term: 3		Communication
Week: 2		
Day: 1		

1. **Objective:** To enable to speak about their favourite games and activities.

2. **Function:** Expressing their liking about games, activities.

3. **Activity:** Dialogue practice.

4. **Material:** None.

5. **Procedure:**

a. Discuss with your class about games they play and like to play. Take feedback from your students and write the names of games at the board. If they do not have vocabulary, help them to say

Hide and seek, skipping, Playing ball throw, ludo Running a race.

b. Write the dialogues on the board.

St. 1: **Hello, what is your favourite game?**

St. 2: **I guess I like to play ball throw. What about you?**

St. 1: **I like hide and seek more.**

c. **Dialogue Practice:**

Follow the procedure as suggested before.

d. **Further practice.** (Role Play)
Talk about activities and write them on the board.

Drawing, kite flying, painting, Fishing, sketching, cycling.

Free Writing: **(5 – minutes)**

Level: 3
Term: 3
Week: 2
Day: 2

Lesson Plan **Reading**

1. **Objectives:** To read for rhythm and fluency.

2. **Skill:** Poem reading.

3. **Topic:** 'One little Kitten'

4. **Material:** Poem Page, worksheet (Structure exercise) Take from w. sheet

5. **Procedure:**

a. **Pre – Reading:**
- Talk about the baby animals.
- Ask for the proper word for the following.

Baby Cat ____________
Baby Lion ____________
Baby Dogs ____________

- Tell them if they do not know.
(Kitten, Cub, Puppy)

b. **Reading:**

Distribute the text page and follow the suggested procedure.

c. **Worksheet**

Explain the concept of each structure one by one before starting the task. Give examples on the board.

Exercise 1: Words in jumbled order
Exercise 2: Odd one out
Exercise 3: Use of and, but

Follow Up:
"Pick up the names of animals from the poem and write them in your H/Work copy"

Free writing – 5 minutes

Level: 3 Term: 3 Week: 2 Day: 3	Lesson Plan	Writing

1. **Objective:** 1. To clarify the concept of week days.
   2. To develop punctuation skill.

2. **Function:** Punctuating

3. **Activity:** Learning the week days.

4. **Material:** Worksheet. **(Week days)**

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5. **Procedure:**

a. Talk about week days. Give them oral practice.

b. Tell them that days of the week always start with capital letter because they are the names of week days.

c. **Worksheet:**
Pair work
Peer checking
Feed back

d. C/Work Copy:
Ask them:
Which day is your favourite day.?
What do you do on that day?

e. Do Task 2 Ess.Eng P#40 in book only.

6. **Follow Up:**

" Write the names of week days in your H/Work copy".

(Writing practice page for free day)

Level: 3 Term: 3 Week: 2 Day: 4	**Lesson Plan**	**Writing**

1. **Objective:** To develop writing skill.
2. **Function:** Describing an object.
3. **Activity:** Paragraph writing (My Bicycle) Description
4. **Material:** Worksheet (My Bicycle)

5. Procedure:

a. Prepare your class for writing.

b. **Worksheet:**

Distribute worksheet. Ask questions about the picture. Tell them to read silently about the detail of My Bicycle. Then give them a chance to read aloud once or twice (one student at a time)

c. Read the given cues about my school bag. Then ask questions on the points and encourage them to answer in complete sentences. Each question be repeated two or three times.

d. Questions on the cues

1. What is the colour of your bag?
2. What is its length and what is its width? (Explain the word –length, width on the board)
3. How many pockets does it have?
4. What is its price?
5. What is its use?
6. Who bought it for you?

e. Ask them to write a paragraph with the help of given clues. (Pair work)

6. Follow Up:

Ask them to write a paragraph about their own school bag.

(Writing practice page for free day)

Level 3 Term 3 Week 3	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Long vowel sound 'o'	• Text "The enormous crocodile" Moving on.	• Starting points, "Maps and plans" • Conjunctions. (And & but). • Comparatives. • Acrostic point and good table manners.	None

Level 3 Term 3 Week 3 Day 1	**Lesson Plan**

Objective: To read and understand the story.

Skill: Reading comprehension

Topic: The enormous crocodile

Material: Ess. Page 44, picture of crocodile board and marker.

Pre-Reading: Teacher will paste the picture of crocodile on the board and will ask few questions about it.

- What is this?
- Where it lives?
- Do crocodiles eat human beings?
- Let's see what crocodiles are talking about.

Ess page 44: Ask questions about the pictures.

Reading: (pair work)

Teacher will help students to reading the text.

Moving on: Ess page 45 (Take 1)

Now teacher will ask questions from moving on

Role play: Students can role play of both crocodiles and can say their dialogues.

Feed back: Take feed back from students.

Level 3 **Term 3** **Week 3** **Day 2**	**Lesson Plan**

Objective: The learners will be able to give the answers of the questions, To read the maps and plans.

Material: Ess book, class work copy, board and marker.

Skill: writing

Warm up Q/A: Teacher will ask questions about previous topic "The enormous crocodile"

- What were the names of crocodiles?
- What they like to eat?
- Where they lived?

Written work: Ess page 44 (starting points)

Distribute the copies and then students will copy the answers from the board.

Maps and plans: (page 45)

Teacher will now distribute the Ess. Books and will tell students how to look at the map. Then students will do it orally from Ess. Books.

Feed back:

Level: 3 **Lesson Plan**
Term: 3 **Communication**
Week: 3
Day: 3

1. Objective: To practice a long vowel sound o (ol)

2. Function: Pronouncing the words properly.

3. Activity: Drill and practice

4. Material: Worksheet (Meal Time)

5. Procedure:

a. Write the letter **O** and the word **old** then write another word – dot, mop. Explain the difference of short and long sound.

b. Write the following words on the board and give the choral drill.

old	**hold**	**cold**	**sold**
told	**gold**	**bold**	**mold**
fold	**bolt**	**colt**	

c. **Worksheet:** (pair work)

Task 1:

Task 2:

Ask them to do one Task at a time. Explain the task properly.

Peer checking

Feed back

6. Follow Up:

Ask them to copy the word from Seek and Find in their H/Work copy.

Free Writing: (5 – minutes)

Level: 3 Term: 3 Week: 3 Day: 4	**Lesson Plan**	**Writing**

1. **Objective:** To enable them to learn how to use conjunctions for joining short sentences.

2. **Function:** Using connectives to make longer sentences.

3. **Activity:** Box Filling.

4. **Material:** Worksheet. (Joining Short Sentences)

5. Procedure:

a. Presentation:

Write the following words and sentences on the board and explain to them how sentences can be joined. Then write the box line from the work sheet as a definition.

Ex: **and** We all ate dinner.
We watched television.

but He can ride a bicycle.
He cannot drive a car.

because He wore warm cloths
It was cold.

You can write more examples, if you think that your learner need more practise.

b. **Worksheet: (Pair work)**

Do as directed on the worksheet.

Peer checking and feedback follows each Task.

6. Follow Up:

Copy Task – 2 from the worksheet.

(Writing practice page for free days)

Level 3 Term 3 Week 3 Day 5	Lesson Plan

Objective: The learners will be able to

- Write acrostic poem.
- Know the table manners.
- Know the comparative adjectives.

Material: Blank pages, Ess. Book, class work copy, colors, board and marker.

Skill: Writing

Brain storming about adjectives:

Ask students about adjectives take examples from them then tell them about comparative adjectives that we use comparative adjectives when we are comparing something.

Written write: Teacher will write the adjectives from book Ess page 47 (task 1) and students will copy.

Fun activity: Distribute the blank pages in pairs. Explain students about acrostic poem and table manners. Ess page 35 (task 1+2)

- 1st ask them to write 3 table manners with picture.
- Then again distribute blank pages and ask individual students to make acrostic poem out of their names.

Level 3 Term 3 Week 4	Lesson Plan

Communication	Reading	Writing	Assessment
• Long vowel sound 'I' • Listening a story "The hungry caterpillar" • Asking and telling the time.	None.	• Words with an 'eye' sound.	Yes

Level: 3 Term: 3 Week: 4 Day: 1	**Lesson Plan**	**Communication**

1. Objective: To practise long vowel sound as (ind)

2. Function: Pronouncing the words properly.

3. Activity: Drill, Gap filling, Ordering.

4. Material: Worksheet (The Man and the Dog)

5. Procedure

a. Write the letter **I** on the board, then write two words and explain the differences in pronunciation. Tell them that **I** in **ind** sounds different.

win - Wind
in - mind.

b. Write the following words on the board and give them choral drill.

mind kind find
grind wind blind

c. Worksheet

Explain the task properly.

Peer checking.

Feed back.

Free Writing: (5 – minutes)

Level 3 Term 3 Week 4 Day 2	**Lesson Plan**

Objective: Practice long vowel sound as 'eye' completing the words with 'nce' and 'nge'.

Function: Pronouncing and completing.

Activity: Drilling, underlining and writing.

Material: Ess. Book, class work copy, marker and board.

Presentation: Teacher will write the words of task 1 (page 46) eye words on the board. And ask students to do the drilling. Also telling and ask students of 'eye' as y and 'igh' in them.

Underling: Distribute the Ess. Books page 46 (task 1) and help students underlining the part of each word that sounds like 'eye'.

Completing 'nce' and 'nge' words: (task 2)
Ask students to complete the words of task 2 in book first.

Written work: Ess. Page 46 (task 2)
Ask students to write all (8) nge and nce words only in the class work copy.

Follow up: Ask students to write 3 'nce' and 3 'nge' words in homework copy.

Day
Skill: Listening
Level: 3
Material: Caterpillar (cassette & picture of ~~Cater~~ pillar

5. **Procedure:**

a. Prepare them for listening a story of caterpillar. Check if they know about caterpillar.

b. **1st listening**
Play the cassette and ask them to listen only.

c. **Worksheet:**
Distribute worksheets and tell them to do Task 1 after 1st listening.

Task 1:

d. **Second listening:**
Play the cassette again and give them second listening for Task 2.

Task 2

e. **Third listening:**
Play the cassette again and give them third listening for Task 3.

Task 3

- Peer checking and feedback follows each Task.
- Check if they understand the meaning of – **cocoon, nibble**. Explain if they do not know.

Free Writing: (5 – minutes)

Level: 13
Day:-

1. **Objective:** To enable them to tell the time.

2. **Function:** Telling the time.

3. **Activity:** Choral drill, Role play.

4. **Material:** Worksheet **(What's the Time)**

5. **Procedure:**

a. Draw the round figure of clock on the board. Show the following time and then ask. If they do not know then explain.

12:00, (Twelve O' clock)	12:15, (quarter past twelve)	12:30, (half past twelve)
12:45, (quarter to one)	1:00. (one O' clock)	

b. **Choral drill:**

St. 1: What time is it?

St. 2: It's twelve O' clock. (Practice on all cues)

c. **Workshcet:**

- Distribute worksheets. Give them a choral drill for telling the time, using the each clock. Continue your practice up to clock No 12.

"It's six o'clock in clock No.1.

Role – Play:

Call any two students. Tell them to choose any clock out of the picture and ask each other.

St. 1: What is the time, please?
St. 2: It is ________ in my clock.

Level 3
Term 3
Week 5

Lesson Plan

Communication	**Reading**	**Writing**	**Assessment**
• Long vowel sound 'U' (ou, ue, ui).	• Text "The hare and Tortoise"	• Grammar exercise plurals A/An, by/ by, noun/ verb. • Pronouns, noise words. • Suffixes, par and present tense.	~~None~~ Yes

Level: 3
Term: 3
Week: 5
Day: 1

Lesson Plan

Communication

1. Objective: To practise the long vowel U sound. **(ou, ue, ui)**

2. Function: Pronouncing the words correctly.

3. Activity: Drill, Gap filling, Drawing.

4. Material: Worksheet **(When I Am Blue)**

5. Procedure:

a. Write the letter U along with the word You, soup. Then write – drum, tub, cup, (Short vowel sound).

b. Words for choral drill

you	**soup**	**group**
four	**route**	**blue**
fruit	**juice**	**suit**
true	**glue**	**clue**

c. Worksheet:

Follow the task

Peer checking

Feed back

6. Follow Up:

Ask them to copy the words from the board.

Free Writing: (5 – minutes)

Level: 3
Term: 3
Week: 5
Day: 2

Reading

1. **Objectives:** To follow the story events.

2. **Skill:** Reading comprehension.

3. **Topic:** **'The Hare and the Tortoise'**

4. **Material:** Text page, the picture chart, worksheet.

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5. **Procedure:**

a. **Pre – Reading:**

- Paste a picture of hare and the tortoise on a chart and display it on the board.
- Tell them that are going to read a story about a hare and a tortoise.
- Ask from the students.
    - Have you ever seen the hare and the tortoise?
    - What [illegible] do you see in both of them?
    - Who runs faster?

b. **Reading:**

Text pages and Worksheet.
Tell them to read silently and follow the task one by one. Pair work and peer checking should be followed.

[illegible]sk 1

[illegible] 2

Day:-

Objective: To enable them to recognize some grammar item.

Function: Using words at proper places.

Activity: Exercises

Material: Ess. Book, class work copy, board, pencil and marker.

Procedure:

- Distribute the Ess. Book page 33
- Before starting task, explain the concept of each grammar point by giving examples on board.

Task 1: (pronouns) in book only.

Task 2: (adjective) in class work copy.

Level 3 Term 3 Week 5 Day 5	Lesson Plan

Objective: The learners will be able to

- Know how to add suffixes to the end of the words.
- Know about past and present tense.

Functions: Fill in the blanks.

Activity: written work

Material: Ess book, class work copy, pencil, marker and board.

Procedure: Distribute Ess. Eng before starting each task, explain the concept of suffixes and present and past tense by asking

- What have you done in the past week?
- Where you went?
- After this give examples on the board.

Task 2: Suffixes Ess. Page 38.

Task 2: Present tense (in book) page 39

Follow up: Do task 1 (past tense) in book home Ess page 39.

Level 3
Term 3 **Lesson Plan**
Week 6

Communication	Reading	Writing	Assessment
• Listen and check (Birds)	None	• Compare and write (getting there) • Types of writing, People who need to write. • The boy's story.	Yes

Leve! ? Term: 3 Week: 6 Day: 1	Lesson Plan	Communication

1. **Objective:** To listen and respond
2. **Function:** Listening and describing.
3. **Activity:** Listen and check.
4. **Material:** Worksheet (Birds)

5. Procedure:

a. Prepare them for listening. Talk about birds (different from the bird). Explain the Task properly. Read your text in comfortable speed two times. Students will listen and tick the right answers in the boxes. Each information has the choices. They will choose one out of it.

Listening Text:

No 1: Monkey
Well, I am a monkey. I'm brown. My body is soft with hair. My tail is long and curved. I have red eyes, flat nose and big ears. I swing from trees to trees. I like to eat bananas and I am very naughty.

No 2: Parrot
I am a parrot. I am a small bird. My feathers are green. I have small eyes and a red curved beak. I like to eat guava. I can also talk with the people. They like me very much.

b. When listening is over for ask questions orally about the bird and take responses in a complete sentence. If they have difficulty, help them in saying a sentence. e.g

Ex: Tr: What is the colour of its body?
St: It is red or. Its body is red.

c. When listening and its feedback is over and you still have more time. Then ask your students to describe the birds orally with the help of cues in their worksheet – or any other bird they like.

Free Writing: (5 – minutes)

Level: 3
Day :-

1. **Objective:** To enable them to write the comparison sentences.

2. **Function:** Using comparison.

3. **Activity:** Compare and write.

4. **Material:** Worksheet **(Getting there)**

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5. **Procedure:**

a. **Worksheet: - (Pair work)**

Distribute worksheets and ask them to do the tasks as given in the sheets. Explain the Task one by one.

Task – 1

Task – 2

Task – 3

b. **C/Work copy:**

Right the following Task on the board and ask them to write in their C/Work copy.

1. How would you like to come to school?
2. Why? Give reason.

Level: 3
Day:

Objective: The learners will be able to know that we write for lots of different reasons.

Function: Writing

Activity: Writing

Material: Ess. Eng, class work copy, pencil, marker and board.

Warm up Q/A: Teacher will ask students some of the questions that are:

- Why you write?
- What are the different reasons for writing?

Discussion: (Pair work) page 41

Now teacher will ask students to discuss different reasons for writing. The students will have to tell them one by one in front of the class. Then do task 2 orally.

Written work: Now teacher will write the task 2, "People who need to write" on the board and students will copy in class work copy.

Level: 3 Term: 3 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. **Objective:** To enable them to choose suitable words in order to make meaningful sentences in a story.

2. **Function:** Narrating a story. (Focus – past form)

3. **Activity:** Choosing and writing.

4. **Material:** Worksheet (**The Boy's story**)

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5. Procedure:

a. Tell them that they will find a story of a boy who thinks himself a king.

b. **Worksheet (Pair Work)**

c. Peer checking and feed back.

d. **Class work copy.**

Ask them to copy the sentences (with the words they have written in the gaps only) in their class work copy. Sentences should be copied in a paragraph form. (Not one sentence on each line). Every sentence should begin where the previous sentence ends. So the sentences will be written in a paragraph form.

6. Follow Up:

Repeat Task - D.

(Writing practice page for free day)

Level 3
Term 3
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• Ending sound "age" • "ink" ending sound.	None	• Essay writing "The computer" • Punctuating of letters. • Commas and shorting words.	None

Level: 3
Day :-

Objective: the learners will be able to know the importance and advantages of computer in daily life.

Activity: Written work

Material: Picture of computer 'or' drawing, board, marker, class work copy.

Procedure:

Presentation: Teacher will paste the picture or drawing of computer on the board and will ask few questions,

- What's this?
- How many parts it has?
- What's use of it?
- Do you use computer daily?

Discussion: Teacher will discuss the negative and positive points of computer.

Written work: Teacher will write the essay on the board and students will write in class work copy.

Computer

Computer is an electronic machine. It has many parts CPU, Monitor, Mouse, and Keyboard. All the parts of computer that can be seen or touched are called hardware and the different programs of computer are called software. Computer has become as important part of our life. We find it in schools, in offices and at home. Computer remembers everything. It helps us solve problems, It has games, It helps to send mail to our friends at home and all over the world. It also helps us to find information about the world. I know to use computer.

Level: 3 Term: 3 Week: 7 Day: 2	Lesson Plan	Communication

1. Objective: To practise the ending sound - **ang**

2. Function: Pronouncing the words properly.

3. Activity: Drill, Gap filling.

4. Material: Worksheet. **(The Band)**

5. Procedure:

a. Write the words and pronounce properly. Then give choral drill.

sang	**bang**	**hang**
twang	**clang**	**rang**

b. **Worksheet: (Pair work)**

Explain the Task properly.

c. After taking Feed back ask them to read the story aloud – in pairs then individually.

6. Follow Up:

Ask them to copy the words from the board.

Free Writing: (5 – minutes)

Level: 3 | **Lesson Plan** |
Term: 3 | | **Writing**
Week: 7
Day: 3

1. **Objective:** To practise the sub skills of writing.

2. **Function:** Understanding a format of an informal letter.

3. **Activity:** Gap filling.

4. **Material:** Worksheet (Capital letter, Full stop).

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5. **Procedure:**

a. Explain what is written in the box of the worksheet about the use of capital letters and full stops. Give examples on the board.

Street name: **Mushtaq street**

Road sign: **Stop, No Turning**

Food label: **Lipton Tea**

Favourite food: **Chicken Tikka**

b. **Worksheet (pair work)**
Task 1 - Follow the instruction

c. **Task 2 (Pair work)**
Explain how we write informal letters. Draw a sketch on the board by drawing lines only and the mark where to put capital letter (CL) and Full stop (FS)

d. **Task 3: (C/work copy) Pair work**
Tell them it is a letter from a friend who is inviting his friend for summer vacation. "Now you invite your friend at your place". Write something about the weather of your place – only one line. Copy the same letter in your C/Work copy.

6. **Follow up:**
Repeat step – D.

(Writing practice page for free day)

Level: 3
Day:-

Objective: The learners will be able to know

- About the abbreviations.
- The use of apostrophe.

Function: Shortening of words.

Activity: Written work

Material: Board, marker, pencil, Ess. Eng, Class work copy.

Explanation:

- Teacher will write didn't = did not on the board. Students will try to pronounce them. Now teacher will do task-2 page 27 (shortening words) in the book then in class work copies.
- Now teacher will write Rd = Road on the board and will explain the concept abbreviation, and students will do task 2 page 34 in the book only.

Level: 3 Term: 3 Week: 7 Day: 5	**Lesson Plan**	**Communication**

1. **Objective:** To practise the ending sound – **ink.**

2. **Function:** Pronouncing the words properly.

3. **Activity:** Drill, guessing and writing.

4. **Material:** Worksheet. **(Quick as a Wing)**

5. **Procedure:**

a. Write the words on the board. Pronounce them properly. Give your students choral drill.

ink	**think**	**sink**
drink	**stink**	**shrink**

b. **Worksheet: (Pair work)**

Explain the Task and ask them to do in pair.

(ink, drink, sink, think, shrink, link)

Peer checking and Feed back.

6. **Follow Up:**

Copy the words written on the board.

Free Writing: **(5 – minutes)**

5

Level 3
Term 3 **Lesson Plan**
Week 8

Communication	Reading	Writing	Assessment
• R-controlled sound "are" • R controlled vowel sound 'air'	• Text "Koalas"	• Exclamation and question marks • Nonsense poem. • Write a story	Yes

Level: 3 Term: 3 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. **Objective:** To practise the R – controlled vowel sound **(are)**

2. **Function:** Pronounce the words properly.

3. **Activity:** Drill, colouring

4. **Material:** Worksheet **(Spare Square),** Pencil colours

5. Procedure:

a. Write the letters – **R - are**. And the word **square**. Pronounce it properly.

b. Write the words on the board and give practice of pronouncing

Share	**care**	**spare**	**bare**
Scan	**man**	**hare**	**fare**

c. **Worksheet:**
Ask them to pronounce the words given in the squares and do as directed in the work sheet.

6. Follow Up:

Copy the words from the board.

Free Writing: **(5 – minutes)**

Level:
Week:
Days:

1. **Objectives:** To read for comprehension

2. **Skill:** Reading silently

3. **Topic:** **'Koalas'**

4. **Material:** Text page, Worksheet (Koalas) Take from w. sheet

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5. **Procedure:**

a. **Pre – Reading:**

Ask the following.

- Do you know the names of some baby animals?
- Do you know about an animal who keeps his baby in her pouch? (Kangaroo)

Tell them, they are going to read about an animal who also keeps her baby in her pouch.

Write the name (Koalas) on the board.

b. **Reading (Text Page)**

Discuss about the picture. Ask to remember any other animal who looks similar to Koalas (Bear)

c. **Worksheet**

Task 1

Task 2

Task 3

Peer checking and Feedback follows each task.

Level: 3 **Lesson Plan**
Term: 3 **Communication**
Week: 8
Day: 3

1. **Objective:** To practise the vowel sound – air.

2. **Function:** Pronouncing the words properly.

3. **Activity:** Drill, colouring.

4. **Material:** Worksheet. **(Catch in' Air)**

5. **Procedure:**

a. Write the following words and explain that sometime words have the similar sound while the spellings are different.

Square - share
Chair - air

b. Write the list of words for choral drill
air pair fair hair

c. **Worksheet (Pair work)**

Follow the instructions.

6. **Follow Up:**

Copy the words from the board and also from worksheet.

Free Writing: (5 – minutes)